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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (8.2) of module 8 (implementation--for counselors) consists of readings and activities to aid the counselor in preparing for his role as consultant to school personnel. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.2 contains two learning activities and two reading selections, one on the school counselor-consultant and one on the dimensions of the consultant's job. A brief bibliography is also included. (TA)

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CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE VIII--IMPLEMENTATION
(8.2) CONSULTATION TO SCHOOL PERSONNEL

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

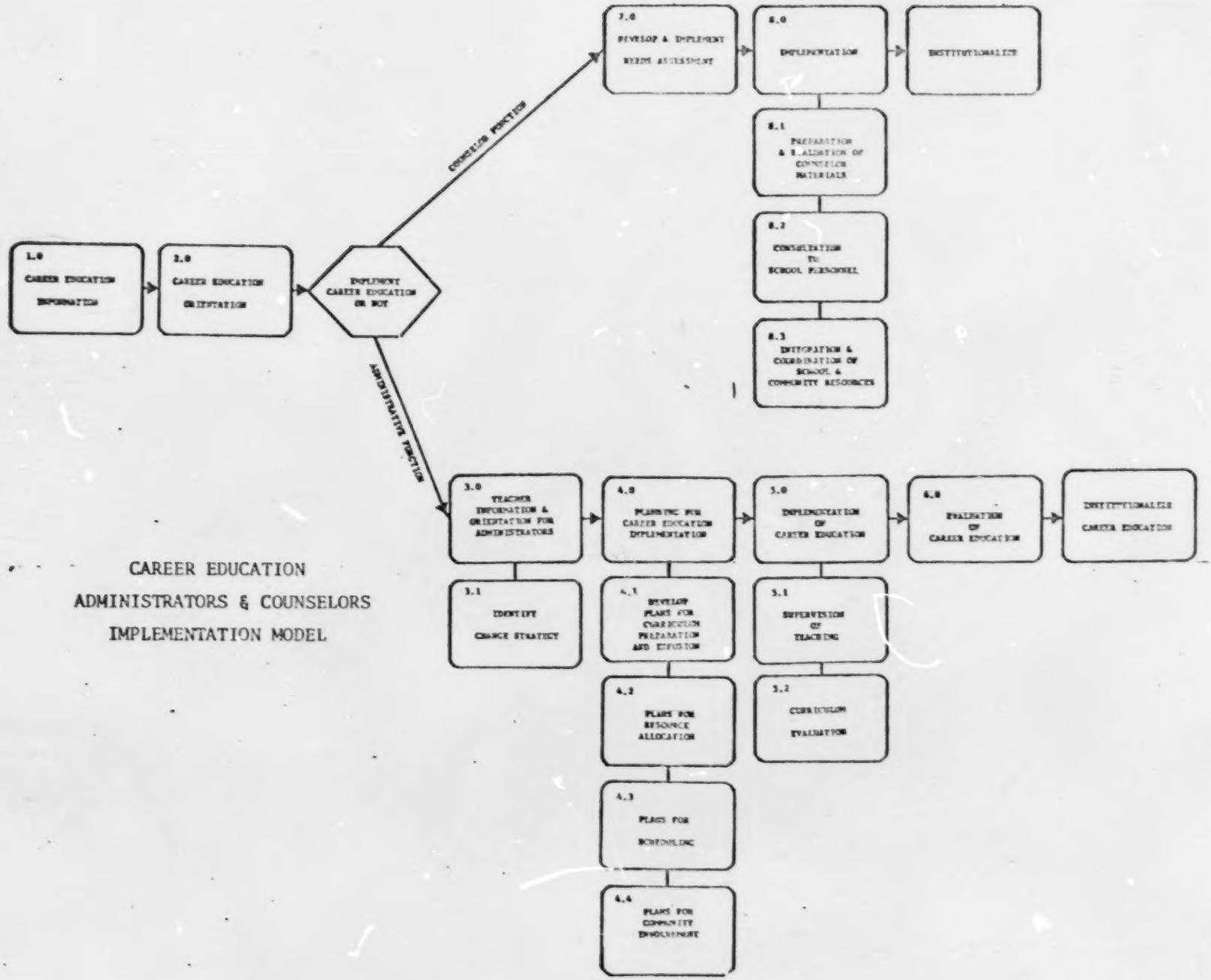
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

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ACKNOWLEDGMENT

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IMPLEMENTATION MODULE

Consultation to School Personnel

The Consultation Module for career education consists of suggested readings and activities to aid the counselor to prepare for his role as consultant to school personnel. The information presented is for the general use of all involved with career education. The lessons are suggestions and the counselor should feel free to modify these suggestions according to the career education needs of the particular school.

Current trends indicate that counselors are becoming more involved and committed to career education throughout the nation. Counselors have found that with a reorganization of priorities, with a reallocation of time, and with a redefinition of counselor role and function, they have been able to implement career education programs and at the same time fulfill their many other counseling responsibilities. The inclusion and infusion of career education into the counseling repertoire will mean that a counselor will also choose to become a teacher of teachers, an occupational and educational specialist, and a coordinator of community resources.

These roles require that counselors be trained in the art and skill of consultation, in addition to the role of counseling and the role of coordination. There are several conditions which appear to have influenced this development. The economic climate of the times was one of the powerful influences dictating change in role. The rising cost of living, an increasing student population, public demands for more service, accountability, and a demand for fiscal responsibility were undeniable indications that there could not exist the ratio of one counselor per "ideal" number of students which allowed for the provision of direct counseling services to each student. This condition possibly led to the realization that counselors have additional skills which can be utilized in the schools, i.e., consultation and coordination. More significantly, there was an appreciation of the fact that in the lives of students there are various significant individuals who have impact and influence on them. The efforts of significant individuals often need the consultative assistance of a skilled professional. The school counselors appear to have fulfilled this role effectively.

At the completion of this module the reader should:

1. Be able to understand the consultation role of the counselor in career education.

2. Be able to provide professional consultation services to other persons.

Lesson 1

Content

Throughout the years, counseling has been the primary function of the counselor. The American School Counselors Association (ASCA) Guidelines for Implementation section of its Statement of Policy states that:

> The school counselor's primary role is counseling. He assumes other roles such as consultant, resource person, researcher, etc., and education only as these roles support the primary role of the counselor (ASCA: 1967:7).

In a more recent ASCA Statement of Policy, the consulting role is elaborated as follows:

> The school counselor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual pupils.
>
> In staff consulting, the counselor:
>
> A. Shares appropriate individual pupil data with staff members, with due respect to confidentiality.
>
> B. Helps teachers to identify students with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing on the classroom situation.
>
> C. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance services given by teachers.
>
> D. Assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.
>
> E. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision (ASCA, 1964:9).

This statement helps to establish a counselor's consulting efforts with other school personnel.

With a few modifications, the statement assumes specific relevance in career education. A rewriting would be as follows:

In staff consulting, the counselor in career education:

A. Shares appropriate individual pupil career education information with staff members, with due respect to confidentiality.

B. Helps teachers to identify students with special career education needs or problems.

C. Participates in career education in-service training programs, meetings and conferences through which he discusses his own role as a counselor in career education, interprets a developmental career education point of view, and encourages effective use of career education pupil data in teaching activities and guidance services given by teachers.

D. Assists teachers to secure occupational and educational information materials and develop procedures and techniques for a variety of individual and group guidance experiences in career education.

E. Provides materials and information concerning such matters as the local and national career needs of youth, student post-school career behaviors, and employment trends.

As a process, consultation involves many of the same characterisitcs commonly associated with the process of counseling. Dinkmeyer defines:

> Consulting as a procedure through which teachers, parents, principals, and other adults significant in the life of a child communicate. Consultation involves sharing information and ideas, comparing observations, providing a sounding board, and developing tentative hypotheses for action. In contrast to the superior-inferior relationship involved in some consultation with specialists, emphasis is placed on joint planning and collaboration. The purpose is to develop tentative recommendations which fit the uniqueness of the child, the teacher, and the setting.
>
> On the other hand, counseling is a process which consists of a personal relationship with a professionally trained counselor through which the child is assisted in learning to communicate and meet needs, to explore his feelings, to learn about himself, and to set goals and develop self-direction in moving toward these goals. The counseling process stresses facilitating growth through changes in perception, convictions, attitudes and behavior that develop through the communication in counseling (Dinkmeyer, 1968: 187).

The facilitating dimensions of a counseling relationship have been identified as empathy, respect, concreteness, genuineness, confrontation, and immediacy (Carkhuff, 1969: 101) which also reside in the consulting relationship. However, the focus of the relationship differentiates counseling from consulting.

It is important that the counselor as a consultant develops a consulting image that reflects his deep concern for teachers, students, and the community-at-large. Simultaneously this counseling image must be firmly grounded in a professional code of ethics. And as with counseling and coordinating, the end product of consultation must be change.

Activity 1

The Consultation Role

The purpose of this didactic activity is for you as an individual and as a group to demonstrate your understanding of the consultation role of the counselor in career education.

The Task

1. Briefly outline all the knowledge you have about consultation. Your outline should include the difference between the consulting function and the counseling function, the goals of consultation, and the process of consultation.

2. After 30 minutes, exchange your outline with another class member and add to or delete from that person's outline. Discuss reasons for your actions.

3. As a group, develop a complete outline on the consultation function. Discuss as needed.

Activity 2

The Career Education Counselor as a Consultant

The purpose of this experiential activity is to provide an opportunity for the class members to role play counseling and consulting roles.

The Task

Within the framework of triadic role playing, participants are organized into triads with one person being the consultant, one the consultee when consulting or client when counseling, and one the observer. Role play for 10-15 minutes before rotating roles. Begin with the counseling model first. Rotate roles accordingly. After each participant had the opportunity to be a counselor, role play the consulting model. The instructor should prepare three consulting role situations and three counseling role situations for each triad. During the role playing, the observer remains silent and offers feedback on the process when the role playing has been completed.

READINGS

THE SCHOOL COUNSELOR-CONSULTANT

by D. W. Fullmer and H. W. Bernard

D. W. Fullmer and H. W. Bernard in Chapter 3 "Goals of Consultation" of their textbook, The School Counselor-Consultant, state eight goals of consultation:

Goal 1: The overall goal of consultation in school counseling is to improve and enhance the learning environments for children, teachers, parents and administrators.

Goal 2: Consultation is intended to improve communication by enchancing the information flow among the significant persons in the learning milieu.

Goal 3: Consultation is designed to bring together persons of diverse roles and functions to engage in the common task of enhancing the learning environments of significant others, i.e., children, parents, teachers and administrators.

Goal 4: Consultation extends the services of experts.

Goal 5: Consultation can be an in-service education function for teachers and administrators.

Goal 6: The consultant is charged with helping others in the process of learning how to learn about behavior.

Goal 7: Consultation hopes to create a milieu containing all the significant components of a good learning environment.

Goal 8: An overall goal of consultation is to trigger self-help organization.

It is strongly recommended that in addition to the above text, the counselor also study a book of APGA reprints by Carlson, J., Splete, H. and Kern, K. entitled, The Consulting Process, APGA Series 7, Washington, D.C., 1975, which includes such areas as rationale and theory of consulting, process and practice of consulting, research in consulting, working with the system, classroom and curriculum, working with teachers, and working with parents and families.

Another excellent source book by Blake, R. R., and Mouton, J. S. entitled Consultation, NTL/Learning Resources Corp., La Jolla, California, 1976, explores the entire field of consultation in terms of theory and practice, with emphasis on the various consultation approaches and their underlying dynamics in resolving problems. Specific strategies of consultation are presented.

DIMENSIONS OF THE CONSULTANT'S JOB

by Ronald Lippitt

Ronald Lippitt in his article "Dimensions of the Consultant's Job" cites seven phases of consulting in the change process. These are:

1. The development of a need for change.

2. The establishment of a consulting relationship.

3. The clarification of the client problem.

4. The examination of alternative solutions and goals.

5. The transformation of intentions into actual change efforts.

6. The generalization and stabilization of a new level of functioning or group structure.

7. Achieving a terminal relationship with the consultant and a continuity of change-ability.

The counselor in career education should study an excellent article by Hansen, J. C. and Eberz, N. entitled "Consultation: Models and Process," Focus on Guidance, Vol. 8, No. 8, Love Publishing Co., Denver, April, 1976. Wherein the process of consultation is conceptualized as being:

1. Initiation: first contact is made with consultant by person soliciting help for a particular problem.

2. Contract: determine purpose, time, setting.

3. Relationship: development of rapport.

4. Diagnosis: collaboration to define problem with final responsibility for implementation of solution resting with the consultee.

5. Termination: appropriate closing with the consultee's competency to solve problems projected into the future.

Consultation to School Personnel Bibliography

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